



BASE STATION WALK-BACK

A NASA Train Like An Astronaut Mission Handout – Educator Guide

Learning Objectives

Students will

- perform a walk, progressing to 1600 m (1 mi) to improve lung, heart, and other muscle *endurance*.
- record observations about improvements in this walk-back physical endurance experience using their lungs, hearts, and other muscles in the Mission Journal.

Introduction

Whether exploring the cratered moon or the rocky terrain of Mars, astronauts will require the assistance of mechanical transportation, such as a go-cart like vehicle called the “rover”. The rover will assist with carrying sample collections, transporting crew members, and other daily operations. NASA sets limits (up to 10 km or 6.2 mi) on how far the rover can be driven from the base station in case of mechanical problems. Crew members must be physically capable of a walk-back to the base station if necessary.

Before their mission, astronauts undergo training (under the supervision of NASA Astronaut Strength, Conditioning and Rehabilitation Specialists) to ensure they are physically capable of performing normal, as well as unexpected mission tasks, such as a “walk-back”. Walking or jogging can improve muscular endurance and heart and lung endurance, also known as cardiorespiratory endurance. Regular exercise on Earth, and in space, helps crew members maintain strong physical performance levels.

A major factor that can impact performance for astronauts during a walk-back is their space suit. During exercise, the body heats up and the evaporation of perspiration is used to help reduce the body’s temperature. In the space suit, the perspiration does not evaporate and cooling is necessary with a liquid cooling garment (a form-fitting garment the astronaut wears under the space suit that contains tubes with water circulating to cool the body and reduce core temperature.) NASA engineers and scientists also make sure crew members get plenty of practice moving and “walking” in their spacesuits. They practice numerous tasks underwater at the Neutral Buoyancy Laboratory at NASA Johnson Space Center to simulate a reduced gravity environment.

NASA also employs different tools and types of research to better understand the physical endurance needed for a walk-back. NASA scientists use bed rest, lying down for up to 90 days, as a way to simulate reduced gravity. Engineers have designed a vertical treadmill to allow bed rest subjects to walk on the treadmill from a lying down position that can simulate lunar gravity. Researchers use these simulations to better understand how walking on the moon is similar to and different from walking on Earth. This knowledge is important when preparing the astronauts for spaceflight and during the development of space suits and mission plans.

Although working in a space suit cannot be avoided, physical conditioning can help crew members perform at their best. Muscular and cardiorespiratory endurance are two components of fitness that can be improved just by walking. Use the information below to help administer the Train Like An Astronaut Mission Handout and help your students **train like an astronaut**.

Administration

Follow the outlined procedure in the Base Station Walk-Back Mission Handout. The duration of this physical activity can vary, but will average **15-30 minutes**. In order for students to perform at their maximum potential, positive reinforcement should be used throughout the activity.

School educators: Try using this physical activity daily as an afternoon pick me up!

Location

- This physical activity should be conducted on a safe walking surface.
- Students might measure the distance from their classroom to the gymnasium, cafeteria, playground, or bus stop for use in this physical activity.

To measure distance, educators may use a walking wheel, access internet tools, or provide a wearable pedometer to students.

Equipment

- Mission Journal and pencil

Optional equipment:

- watch or stopwatch
- heart rate monitor
- pedometer
- walking wheel

Hint: If any of the data collection devices listed is new to the students, consider familiarizing the students with that instrument a few days before the physical activity begins.

For physical activity, students should wear loose-fitting clothing that permits freedom of movement.

Safety

- Always stress proper technique while performing exercises. Improper technique can lead to injury.
- Proper hydration is important before, during, and after any physical activity.
- Be aware of the signs of overheating.
- A warm-up/stretching and cool-down period is always recommended.

For information regarding warm-up/stretching and cool-down activities, reference the Get Fit and Be Active Handbook (ages 6-17) from the President's Council on Physical Fitness and Sports at <http://www.presidentschallenge.org/pdf/getfit.pdf>.

Monitoring/Assessment

Ask the Mission Question before students begin the physical activity. Have students use descriptors to verbally communicate their answers.

Use the following open-ended questions **before, during, and after** practicing the physical activity to help students make observations about their own physical fitness level and their progress in this physical activity:

- How do you feel?

- How far did you get?
- What happened to your heart rate?
- Where is the energy you are using coming from?
- What do your legs feel like now compared to when we first tried this physical activity?
- Can you describe how your breathing changed during the physical activity?
- How did your body cool itself during the physical activity?
- How well would your body cool itself if you were wearing a thick coat?
- What are some challenges astronauts might face in completing a walk-back to their base station?
- How might these challenges affect their ability to perform the walk-back?

Some quantitative data for this physical activity may include:

- heart rate (beats per minute)
- respiration rate (breaths per minute)
- rate of perceived exertion (on a scale of 1-10)

Some qualitative data for this physical activity may include:

- identifying amount of sweat or thirstiness
- identifying soreness in body parts

Collecting and Recording Data

Students should record observations about their physical experience with muscular and cardiorespiratory endurance in their Mission Journal before and after the physical activity. They should also record their physical activity goals and enter qualitative data for drawing conclusions.

- Monitor student progress throughout the physical activity by asking open-ended questions.
- Time should be allotted for the students to record observations about their experience in their Mission Journal before and after the physical activity.
- Graph the data collected in the Mission Journal on the graph paper provided, letting students interpret the data individually. Share graphs with the group.

Apply a little mathematics! Convert the course of one mile to feet, yards, meters, or kilometers.
http://www.onlineconversion.com/length_common.htm

Progression

- Work to increase a walk to a jog, or a jog to a run.
- Increase the distance walked.
- Increase the number of times walked per week or month.

Students should practice the Mission Handout physical activity several times before progressing or trying the related Mission Explorations.

National Standards

National Physical Education Standards:

- Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 3: Participates regularly in physical activity.
- Standard 4: Achieves and maintains a health-enhancing level of physical fitness.
- Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

National Health Education Standards (NHES) Second Edition (2006):

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
 - 1.5.1 Describe the relationship between healthy behaviors and personal health.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
 - 4.5.1. demonstrate effective verbal and non-verbal communication skills to enhance health.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
 - 5.5.4 Predict the potential outcomes of each option when making a health-related decision.
 - 5.5.6 Describe the outcomes of a health-related decision.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
 - 6.5.1 Set a personal health goal and track progress toward its achievement.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
 - 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

National Initiatives and Other Policies

Supports the *Local Wellness Policy*, Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and may be a valuable resource for your Student Health Advisory Council in implementing nutrition education and physical activity.

Resources

For more information about space exploration, visit www.nasa.gov.

To learn about exercise used during past and future space flight missions, visit <http://hacd/jsc.nasa.gov/projects/ecp.cfm>.

Access fitness-related information and resources at www.fitness.gov.

View programs on health and fitness:

Scifiles™ The Case of the Physical Fitness Challenge
<http://www.knowitall.org/nasa/scifiles/index.html>.

NASA Connect™ Good Stress: Building Better Bones and Muscles
<http://www.knowitall.org/nasa/connect/index.html>.

For guidelines to prevent heat-related illnesses:

National Athletic Trainers' Association (NATA)

- Exertional Heat Illnesses (Position Statement)
<http://www.nata.org/statements/position/exertionalheatillness.pdf>
- How to Recognize, Prevent & Treat Exertional Heat Illnesses
<http://www.nata.org/newsrelease/archives/000056.htm>

American College of Sports Medicine (ACSM)

- Exertional Health Illness during Training and Competition
<http://www.acsm-msse.org/pt/pt-core/template-journal/msse/media/0307.pdf>

Centers for Disease Control and Prevention (CDC)

- Extreme Heat: A Prevention Guide to Promote Your Personal Health and Safety
http://www.bt.cdc.gov/disasters/extremeheat/heat_guide.asp

For guidelines for fluid replacement and exercise:

National Athletic Trainer's Association (NATA)

- Fluid Replacement for Athletes (Position Statement)
<http://www.nata.org/statements/position/fluidreplacement.pdf>

American College of Sports Medicine (ACSM)

- Exercise and Fluid Replacement
<http://www.acsm-msse.org/pt/pt-core/template-journal/msse/media/0207.pdf>

For information on warm-up and cool-down stretches, visit:

American Heart Association (AHA)

- Warm-up and Cool-down Stretches
<http://americanheart.org/presenter.jhtml?identifier=3039236>

For information about rate of perceived exertion (RPE), visit:

Centers for Disease Control and Prevention (CDC)

- Perceived Exertion
http://www.cdc.gov/nccdphp/dnpa/physical/measuring/perceived_exertion.htm

For guidelines on heart rate and exercise, visit:

Centers for Disease Control and Prevention (CDC)

- Target Heart Rate and Estimated Maximum Heart Rate
http://www.cdc.gov/nccdphp/dnpa/physical/measuring/target_heart_rate.htm

American Heart Association (AHA)

- Target Heart Rates
<http://www.americanheart.org/presenter.jhtml?identifier=4736>

To measure a walking/running distance near you, visit <http://www.walkjogrun.net>.

Credits and Career Links

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